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ABSTRACT

This document presents a brief summary of the long-range planning activities for vocational education. The first of four main parts describes the process (developing the plan), which involved describing present and past operation of the system, determining desirable system characteristics for the 1980s, and formulating recommendations and strategies to move the system to those desirable characteristics. Part 2 presents the mission of postesecondary vocational education. In part 3 are discussed these major planning themes and assumptions for the 1980s: a changing student body, a changing technology, a maturing Area Vocational Technical Institute staff, and energy/economic considerations. Section 4 contains 38 recommended actions in the area of operations that are divided into three levels/categories representing a continuum from major policy to operational issues. Responsibility for each recommendation is indicated, and a rationale is provided. (YLB)

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EXECUTIVE SUMMARY

A PLAN FOR OPERATING POST-SECONDARY VOCATIONAL TECHNICAL EDUCATION DURING THE 1980's

Prepared for:

MINNESOTA STATE BOARD FOR
VOCATIONAL TECHNICAL EDUCATION

Submitted by:

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May, 1981

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ACKNOWLEDGMENTS

Nearly 75 individuals actively participated in the development of this long-range plan. In addition to the Overall Advisory Committee, nine Ad Hoc Content Area Committees were formed. Members of the Overall Advisory Committee are listed together with the organization, agency or institution they represent. The Content Area Committees were comprised of representatives from Area Vocational Technical Institutes (AVTIs). The chairperson of each committee is listed first, followed by other members and their affiliation.

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EXECUTIVE SUMMARY AND PLANNING RECOMMENDATIONS

This document presents a brief summary of the long range planning activities. It is divided into four main parts describing the process, the mission of the post-secondary vocational education, the projected major planning themes and assumptions for the 80's, and the recommended actions to be taken to enhance the delivery system. The twelve chapters contained in the final report discuss these concepts and recommendations in greater detail and should be carefully reviewed for supporting documentation and rationale.

I. DEVELOPMENT OF THE LONG RANGE PLAN

In the Spring of 1980 a contract was awarded to Educational Management Services, Inc. (EMS) to develop a long range plan for post-secondary vocational education under the authority of the State Board for Vocational Education (SBVE). The plan was to span the decade to 1990. Further, the plan was to be developed with the specific involvement of nine ad hoc content area committees and one overall advisory committee. The overall advisory committee was selected by the Division of Vocational Technical Education and was composed of nineteen individuals representing numerous agencies/groups concerned with the delivery of post-secondary vocational education. The committee met four times during the course of the study which began in the Spring of 1980. Nine ad hoc committees were formed to provide direction and information for the project. The committees were primarily made up of directors and other administrators from the Area Vocational Technical Institutes (AVTI's). The committees addressed the following nine content areas: facilities, equipment, instructional program, instructional support, student services, staffing, funding, decision making, and external impact. Each committee met a minimum of four times with EMS staff during the project. Meetings generally consisted of half-day or full-day sessions. In addition to the meetings, the EMS staff gathered considerable statistical data from the Division and other State agencies. A review of the literature was conducted to obtain current thinking regarding the economic trends and forces which may impact vocational education. The literature review was summarized and presented to the committees for discussion.

The committees addressed the project in three main phases. First they focused upon the present and past operation of the system. Various data profiles were completed to describe each of the nine study areas. The second phase of activity was to determine the desirable characteristics the system should have for the 1980's. A task which proved to be both time consuming and difficult as it often became much easier to look only one or two years in the future

rather than the five or ten years as the design required. The final phase attempted to formulate recommendations and strategies to move the system from the present status to the desirable characteristics of the 80's.

In formulating recommendations for the 80's the committees worked in two dimensions. These were: 1) What characteristics should be changed because they do not operate appropriately at the present time; and 2) What changes should be considered in response to anticipated conditions during the 80's. In many instances it was not possible to separate the two nor was it necessarily appropriate to do so. For the most part, the system of today is operating effectively in meeting the needs of citizens and the majority of recommendations relate to making the system more responsive to the anticipated changes during the 1980's.

The development of this plan took place during a year when major recommendations were being made concerning the governance of the thirty-three AVTI's. This politically sensitive issue could have a significant impact upon the delivery system for post-secondary vocational education services if and when any of the recommendations might be implemented. However, for purposes of this planning effort a directive was issued from the SBVE to develop plans and recommendations assuming continuance of the existing form of governance.

II. THE MISSION OF POST-SECONDARY VOCATIONAL EDUCATION

The existing mission statement, as approved approximately ten years ago, may be partially outdated. However, the major thrust of that statement is relevant to the planning needs of the 1980's and may be summarized by the following statement:

> To efficiently and effectively train students and place them in related occupations where they will be successful.

Use of the existing mission statement created some difficulty in the planning process as there was often conjecture as to possible changes. As the report recommendations suggest, a restatement of the mission of vocational education should be a top priority for the SBVE. Approval of the existing statement or a modified statement should involve both the legislative and executive branches of government so that the system can operate under a "stable" environment for some specified time period.

The mission statement identifies the audience or constituency group to be served in a very general manner. However, planning requires more definitive information, especially about the needs and size of the constituency. Unlike the "captive" audience for K-12

education, enrollments in post-secondary institutions may be influenced by a host of factors including not only the number of high school graduates, but also much more illusive factors such as the economy. Data provided by the Higher Education Coordinating Board (HECB) as well as the AVTI Directors served as the framework for projecting enrollments. While the projections of the Directors were slightly higher than those of HECB and tended to show a small enrollment increase, for a planning base, it was assumed that the current enrollment levels would be maintained well into the 1980's. However, the plan also suggests not all schools will maintain stable enrollments and that some may, in fact, experience rather substantial declines.

Vocational education lends itself to a more precise form of measurement than other forms of education. Well tested methods and procedures such as the Minnesota Vocational Follow-Up System determine not only placement rates but also student and employer opinions and reactions to the training received. In this respect the mission of post-secondary vocational education can be evaluated and judgments made as to its benefits.

III. MAJOR PLANNING THEMES AND ASSUMPTIONS FOR THE 1980's

Through the various committees, especially the External Impact Committee, four major themes summarizing projected trends of impact to post-secondary vocational education were identified. These themes are expected to bring significant challenges to post-secondary vocational education during the 1980's and are as follows:

A Changing Student Body - The latter half of the 1970's have seen a steady trend toward a student body that includes relatively more; older students, female students, part time students, and students deficient in basic skills. This trend is expected to continue and while its effect will be felt throughout the system, some AVTI's are expected to experience more dramatic changes in the makeup of their student bodies than are other AVTI's.

A Changing Technology - Statistics suggest that during the 1980's some 5000 occupations will disappear, only to be replaced by 5000 or more new occupations. Trends indicate a slowdown in occupational areas which require heavy industry and which consume large quantities of energy but suggest expansion in the communications and computer industries. The changing technology also may increase the complexity in many of the current occupations and require in-depth training in additional subject matter.

A Maturing AVTI Staff - The median age of the AVTI's staff is in the upper 40-45 year range. However, the median years of experience is in the lower 6-10 year range. As the staff matures, there will be two direct consequences during the 80's. These are: 1) higher staff costs, and 2) the need to update staff training and education relevant to programs especially those affected by major technological changes.

Energy/Economic Considerations - The effects of restricted supplies and high demands for energy have had a dramatic effect upon the economy during the last half of the 1970's. It appears that this trend will continue well into the 80's with the net result being relatively high inflation and restricted resources. It is also expected that this situation may create many new energy related jobs.

Within each of the major themes, many sub-themes or trends were identified. These trends produced a series of planning assumptions. The planning assumptions were formulated through a Delphi process involving EMS staff and all committee participants. Assumptions were formulated in six major areas and provided reference points for remaining planning activities. A complete list of planning assumptions is contained in Chapter II of the report.

IV. RECOMMENDATIONS FOR THE 1980's

Recommendations for the long range plan were made in the area of operations only. As noted previously, this effort assumed the present system of governance would continue through the 1980's. The nine content area committees formulated approximately fifty-five recommendations. Since some of these recommendations "overlapped" and/or focused upon common areas, the original set was condensed by EMS staff into the thirty-eight recommendations appearing in this summary. These recommendations are divided into three main categories. These categories are not strictly hierarchial in nature, but represent a continuum from major policy to operational issues.

LEVEL I RECOMMENDATIONS

These recommendations result from the four "main themes" of the planning effort. In general they relate to broader policy issues each of which may have several sub-issues. In most instances these recommendations will require resolution by the SBVE and/or the Legislature. Recommendations of Level I are outlined below.

RECOMMENDATION: Refine/Revise Mission Statement

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: The mission statement has not been reviewed for over ten years. Various aspects of the mission appear to be outdated in terms of current practices. More importantly, the mission should clearly identify the role and relationship of the 33 AVTI's to other post-secondary educational systems in providing vocational education. Currently, SBVE staff are drafting a revised mission statement. To clarify relationships among/between all post-secondary systems, the mission statement should be approved not only by the SBVE but also by the Legislature and Governor's Office.

RECOMMENDATION: Emphasize the Role of SBVE Staff in Providing Leadership and Planning Assistance to the AVTI's

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: The 80's will require careful and coordinated planning. The major responsibility for coordinating planning efforts among the schools rests with SBVE. Further the SBVE should assure that other agencies such as Economic Security, the Minnesota Occupational Informational Coordination Committee, CETA, and other agencies which have a direct relationship to post-secondary vocational education are appropriately included in planning efforts.

RECOMMENDATION: Greater Emphasis Should be Given to Outputs of the System

RESPONSIBILITY: State Board for Vocational Education/Legislature

RATIONALE: The outputs of post-secondary vocational education including the successful placement of students and subsequent advancement and promotion,

can be determined with accuracy such that funding and monitoring procedures can be directly tied to these output measures. Currently, SBVE Rules and Regulations make reference to minimum placement rates but no consequences are identified should such placement rates fall below the minimum. It is recommended that both funding and monitoring policies have a coordinated and direct relationship to outputs of the system as a measure of accountability.

RECOMMENDATION: Develop a Funding Policy to Encourage New Program Development

RESPONSIBILITY: Legislature/State Board for Vocational Education

RATIONALE: The 80's are expected to see a significant change in programs due to a changing student body and technology. Unless the system is able to keep pace with these changes, its service potential will be reduced. In order to make significant program changes, the AVTI's must be encouraged by a coordinated funding and planning policy.

RECOMMENDATION: Develop a Coordinated State Plan to Stimulate New Programs

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: Once a funding policy is established it should be the leadership role of SBVE staff to develop and coordinate a system-wide plan for program development. The trends for the 80's suggest the need for new/improved programs due to changing technologies and a changing student body. The ability to meet these challenges will be directly dependent upon efficient use of limited resources. The most efficient means will be through a coordinated effort by the state to reduce and eliminate any duplicated efforts at the local level.

RECOMMENDATION: Strengthen the Role of Local and State Advisory Councils in Planning Functions

RESPONSIBILITY: State Board for Vocational Education/Local Districts

RATIONALE: Post-secondary vocational education has an extensive and well structured network of advisory councils. These councils provide an

excellent communications mechanism between the delivery system and its constituent groups and can greatly assist in sensing the needs for training programs during the 1980's.

RECOMMENDATION: Develop a Policy Statement as to the Role of the State in Program Placement

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: As "old" programs are eliminated and as "new" ones develop, placement (AVTI location) will be critical to the enrollment of some or all of the schools. A policy should be adopted by the State Board specifying the role and authority, if any, of state staff in program placement. The consequences of this recommendation, and subsequent policy, are far reaching and are potentially very controversial. Impact of such policy, might for example, suggest a model where the 33 schools act as a system and new programs are placed in schools where enrollment declines are more acute to preserve all schools, or; the model may be competitive where schools "compete" for new programs and their associated students. For certain programs, placement may be restricted to larger population centers but for others, they may not. Since the viability of a school is dependent upon program offerings and student numbers, and since population bases are expected to shift significantly during the 80's the outcome of this recommendation, may in fact, determine the future existence of some schools.

RECOMMENDATION: Encourage the Continued Development of a Modular Approach to Program Delivery

RESPONSIBILITY: State Board for Vocational Education/Local Districts

RATIONALE: The 80's are expected to see less full-time and more part-time and adult students. These students will desire greater flexibility in being able to enter the AVTI, complete specific and relevant training, secure new jobs or return to their current jobs, and at a later date probably repeat the whole process again. Further, a modular delivery system and/or one which accommodates part time students may not be as economically efficient as one which has only full time students.

For example, two half-time students will probably require more counseling and other administrative services than one full time student. Therefore, it may be necessary to differentiate funding policies to encourage development and operation of these types of services.

RECOMMENDATION: Implement a Theme of Worker Productivity in All Programs

RESPONSIBILITY: Local Districts/State Board for Vocational Education

RATIONALE: Productivity of the American worker is decreasing in business and industry according to many critics. Comparisons are often made with countries such as Japan. This has led many businesses and industries to intensify their own internal training programs in an effort to improve worker productivity. Curriculum models which emphasize worker productivity now exist which could be adapted to either a common course for all students and/or a common theme to all existing programs.

RECOMMENDATION: Encourage, Through State Funding, a System-wide Program of Staff Development

RESPONSIBILITY: Legislature/State Board for Vocational Education

RATIONALE: The quality of staff determines, to a large degree, the quality of programs. As technology changes during the 80's, the system must develop a method of upgrading/retraining staff if it is to maintain its high quality of programs. Just as business and industry are spending increased amounts of resources each year on upgrading of staff, so must the AVTI's. In a period of restructured resources, this task may be difficult and there may be efforts to delay initiation of a full scale program. However, based upon the major trend of maturing staff this recommendation should be offered high priority to those limited resources.

RECOMMENDATION: *Establish Uniform Student Assessment and Counseling Services*

RESPONSIBILITY: *State Board of Vocational Education/Local Districts*

RATIONALE: *The level and quality of these services varies among AVTI's. To some degree the availability of service is dependent upon the size of the AVTI and its staff. For those students who need or desire the service, it should be uniformly available without regard to location or size of school. This may point toward the establishment of regional centers where students could come for services as it may not be efficient to provide equivalent services at all AVTI locations.*

RECOMMENDATION: *Place Tuition Authority with the State Board for Vocational Education*

RESPONSIBILITY: *Legislature*

RATIONALE: *Currently authority rests with the legislature. By moving the authority to the State Board, the decision making power would rest with an agency which could react more quickly, if the need arises, and it would also be consistent with authority levels given to other post-secondary governing boards.*

LEVEL II RECOMMENDATIONS

Recommendations presented in this section are extensions of those of Level I and incorporate procedural aspects as well as policy. However, implementation of many of the recommendations will require action by the Legislature and/or State Board for Vocational Education.

RECOMMENDATION: *Develop a Policy Establishing the Level of Local Fund Balances and Provide Local Districts a Means to Generate Appropriate Fund Balances*

RESPONSIBILITY: *State Board for Vocational Education/ Legislature*

RATIONALE: *Currently AVTI's which are "poor" in fund balance will tend to remain poor. Likewise the reverse may be true. While there is no "magic" level of fund balance, there should be a mechanism which allows AVTI's to expand their balances to an appropriate level such that*

they might take reasonable and measured risks in certain areas, especially in development of new programs and/or modular approaches to program delivery. As recommended previously, the state should coordinate new program developments and encourage such with appropriate funding. Until this is accomplished, and possibly even afterward, for those schools desiring to meet emerging needs of their service area, it will be difficult to establish new programs unless adequate reserves are available to AVTI's.

RECOMMENDATION: Coordinate Aid Formulas for Post-Secondary and Adult Programs

RESPONSIBILITY: Legislature

RATIONALE: Because of the changing student population, it is expected that programming will accommodate both post-secondary and adult students, and that existing program separations of the two groups will tend to disappear. The funding mechanism should be designed to encourage this type of program delivery. Presently because of funding policies it may be economically advantageous to place students in one area or the other. However, if funding policies were "neutral" the program delivery system could develop based upon student needs rather than upon differences in funding policies.

RECOMMENDATION: Provide Incentives for Efficient Operation

RESPONSIBILITY: Legislature/State Board for Vocational Education

RATIONALE: Current funding policies rely upon resource inputs. There is no incentive for efficient operation. Since the overall goal of post-secondary vocational education is directly measurable, incentives could and should be attached to fulfillment of that goal.

RECOMMENDATION: Develop a Funding Plan for Equipment Replacement and Upgrading

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: Changing technology is expected to outdate equipment at a much faster rate during the

80's than during the 70's. Especially for the programs that are "equipment expensive," a funding strategy must be developed if programs are to keep pace with technology. In development of this plan by SBVE staff, an important consideration will be the projection of limited resources during the 80's. Thus, the plan may have to devise ways in which AVTI's can effectively utilize and share expensive equipment with other educational institutions and with business and industry. Unless this is done it may become prohibitive to retain expensive and possibly under-utilized equipment.

RECOMMENDATION: Better Utilize Technology to Deliver Instructional Programs

RESPONSIBILITY: Local Districts

RATIONALE: While technology will impact the content of programs, it may also provide an opportunity to improve efficiency in the delivery of programs. Special consideration might be given to computer developments which can "extend" the curriculum to the student through individualization of instruction. It is also possible that sometime during the 1980's a significant part of the instructional time might be spent at the student's home or place of work rather than at the AVTI facility.

RECOMMENDATION: Establish Minimum and Maximum Enrollment Policies Based Upon the Facility's Utilization Rather Than Enrollment

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: Facility needs vary substantially by the type of program offered. Whereas 25 square feet per ADM may be appropriate for a certain office program, ten times that space may be required to adequately support another program. As a previous recommendation suggested, the state should establish a policy on program placement. Such a policy could have direct implications for facility utilization. For example, if a goal of such a policy is to maximize utilization levels across all available space, certain placement criteria would be needed. However, if the policy is to equalize utilization levels among all facilities, another criteria may be applicable. Policies on program placements and

utilization rates may be critical in determining the continued existence of certain AVTI's as population bases change during the 1980's.

RECOMMENDATION: Develop a Policy on Minimum Levels of Support Staff

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: Unlike other forms of post-secondary education, the AVTI's do not offer nor do they need to offer, a "core" set of programs. Each program offering is relatively independent, except for supporting services. For these areas, minimum staffing models should be designed. Examples of these models already exist in other forms of post-secondary education. This recommendation should be considered in relationship to a previous recommendation concerning availability of assessment and counseling services. If regional centers are provided, the staffing models appropriate to individual schools should be adjusted accordingly.

RECOMMENDATION: Develop Policies and Procedures Which Foster Flexibility in Use of Staff, Facilities and Equipment Between AVTI's and Business and Industry

RESPONSIBILITY: State Board for Vocational Education/Local Districts

RATIONALE: Restricted resources during the 1980's may initially force greater cooperation between the schools and the private sector. However, there are significant advantages to initiating a positive program in this direction as soon as possible. Among the benefits might be reduced equipment costs, the ability to maintain staff relevance to technological change, and in general to foster a "cooperative climate" between the schools and the private sector.

LEVEL III RECOMMENDATIONS

Recommendations presented in this group relate for the most part, to improving operational practices within the system. For some, implementation can be accomplished without any major change in policy.

RECOMMENDATION: *Promote Greater Flexibility and Authority on the Part of Local Decision Makers for Operational Matters*

RESPONSIBILITY: *State Board for Vocational Education/Local Districts*

RATIONALE: *Policy development and long range planning are appropriate functions of the state. However, once policies are established, the system should encourage local administrators to use creativity to implement these policies. It would appear that if the control function of the state can be shifted away from major reliance upon input measures to a more substantial degree of reliance upon output measures, both creativity and accountability at the local level will be enhanced.*

RECOMMENDATION: *Develop Criteria for Defining Cost Effectiveness of Programs*

RESPONSIBILITY: *State Board for Vocational Education*

RATIONALE: *Cost effectiveness is an elusive and difficult concept to define operationally. However, limited resources will focus additional attention upon this concept during the 1980's. Initially, developments might relate program costs to placement rates. Such an analysis might indicate that some relatively high cost programs may, in fact, be less expensive when computed on the basis of the number or percentages of students placed.*

RECOMMENDATION: *Implement a Uniform Job Seeking Skills Unit in All AVTI's*

RESPONSIBILITY: *State Board for Vocational Education/Local Districts*

RATIONALE: *Some schools have already developed such units and these should be disseminated to other AVTI's. This should be followed by a state coordinated program of inservice training for staff who will be using the system. Implementation of such a program should have positive effects upon placement rates of students.*

RECOMMENDATION: *Cooperate with Other Educational Agencies in Providing Remedial/Related Instruction*

RESPONSIBILITY: *Local Districts/State Board for Vocational Education*

RATIONALE: *The cost of providing these services is high. The projection of restricted resources during the 1980's, played against the possibility of increased numbers of students needing such services, suggests a difficult problem. Further, the increased complexity of technology may also add to needs in this area. Thus it is likely that a more efficient delivery of these services will be required. For example, it may be possible to provide some of these services through other educational agencies such as local high schools and other post-secondary education institutions and/or through the use of new computer technology.*

RECOMMENDATION: *Promote Greater Efficiency and Effectiveness in the Decision Making Process Between the State and Local Districts*

RESPONSIBILITY: *State Board for Vocational Education/Local Districts*

RATIONALE: *The management model utilized between the local districts and the state may require certain modifications if it is to remain effective and efficient during the 80's. It is possible that efficiency might be gained in at least two ways. First, if emphasis were shifted to outputs rather than inputs, the control function of the state could be streamlined. Second, just as in instruction area, technological advances might be utilized to improve administrative functions, especially communications.*

RECOMMENDATION: *Revise Outdated Statutes and Rules and Regulations*

RESPONSIBILITY: *Legislature/State Board for Vocational Education*

RATIONALE: *The text of the final report cited several examples where revision may be appropriate. Some of these are due to inflationary pressure upon dollar limitations and are presented in the chapter on Decision Making.*

RECOMMENDATION: *Develop Greater Efficiency in the Budgeting Process Between the State and Local Districts*

RESPONSIBILITY: *State Board for Vocational Education/Local District*

RATIONALE: *The new funding policies have required the state and local AVTI's to negotiate a larger portion of the AVTI's budget. Experiences during the first year indicated that the budgets presented by the AVTI's were substantially more than the resources available and much time and effort went into reducing requests to an appropriate level.*

RECOMMENDATION: *Distribute a Larger Portion of Aid Through Established Formulas*

RESPONSIBILITY: *Legislature*

RATIONALE: *This recommendation is a direct extension of the previous one. The new aid formula distributes substantial amounts of money through negotiations compared with the previous ADM based formula. Until the process is refined or until a greater portion is distributed through formulas, the aid distribution process may require extended time and substantial administrative efforts.*

RECOMMENDATION: *Mandated Programs Should Be 100% State Funded*

RESPONSIBILITY: *Legislature/State Board for Vocational Education*

RATIONALE: *AVTI's already receive a large portion of their funding from the state. However, the budgeting and funding processes should recognize state initiated mandates and fund appropriately. This should be true not only in instruction but also in administrative areas.*

RECOMMENDATION: *Establish a Fixed Asset Inventory Process*

RESPONSIBILITY: *State Board for Vocational Education/Local Districts*

RATIONALE: *Plans for replacement of equipment and other fixed assets will be greatly facilitated by an adequate inventory system.*

RECOMMENDATION: *Develop Standardized Equipment Utilization Data*

RESPONSIBILITY: *State Board for Vocational Education*

RATIONALE: *Technology and restricted resources will focus greater attention upon equipment costs. Availability of standardized utilization data will assist in making decisions relating to the value of equipment and the level of equipment needed for various programs.*

RECOMMENDATION: *Develop Equipment Guidelines by Program*

RESPONSIBILITY: *State Board for Vocational Education*

RATIONALE: *Once utilization rates are determined, equipment levels by program can be established and budget estimates derived accordingly. Such a process should assist in projecting equipment resource needs as well as streamlining the budget negotiation process between the state and local districts.*

RECOMMENDATION: *Encourage Local Flexibility in the Delivery of Programs*

RESPONSIBILITY: *State Board for Vocational Education*

RATIONALE: *Currently, approval decisions related to characteristics of programs such as length, part-time and full-time, etc. are subject to state approval. This level of decision making should be returned to local level.*

RECOMMENDATION: *Separate the Recruitment Function from the Assessment/Counseling Function*

RESPONSIBILITY: *State Board for Vocational Education/Local Districts*

RATIONALE: *For those potential students undecided or unsure about their training objectives, the post-secondary vocational system should be careful not to recruit the student to a specific school, but rather to the system where he/she can receive adequate assessment/counseling and then enter an appropriate program. Competition for the student is*

becoming acute among post-secondary education institutions and even among the AVTI's. As the potential student population decreases, schools may feel it is necessary to intensify their efforts in recruitment if they are to survive. However, such may not be in the best interests of students, especially those that may need assessment and counseling services prior to program selection.

RECOMMENDATION: Develop Greater Staff/Specialty and Expertise in Student Support Services

RESPONSIBILITY: Local Districts/State Board for Vocational Education

RATIONALE: If certain assessment and counseling services are to be uniformly available to all students, it will require upgrading of staff expertise beyond that currently available in some schools.

RECOMMENDATION: Establish Guidelines for Availability of Building Support Areas such as Child Care and Parking

RESPONSIBILITY: State Board for Vocational Education/Local Districts

RATIONALE: The Facilities Chapter of the final report makes several suggestions in this area. The projected trends for the 80's may impact the type of support areas substantially. For example, greater numbers of women, especially part time women may suggest needs for child care facilities. On the other hand, if technological advances makes it possible for a substantial amount of learning activity to take place at locations other than the school, the need for parking areas at the schools may be reduced.

RECOMMENDATION: Update the Existing Space Inventory System

RESPONSIBILITY: State Board for Vocational Education/Local Districts

RATIONALE: Issues related to space and space utilization will become critical during the 80's, especially if enrollments decline, either

selectively or across all schools. An accurate, up-to-date system should be in place to address space utilization issues.

RECOMMENDATION: Establish Guidelines for Space Need in Programmatic Areas

RESPONSIBILITY: State Board for Vocational Education

RATIONALE: Several suggestions were made in the Facilities Chapter as to appropriate physical space needs of programs. These guidelines, if implemented, could be useful in evaluating future construction needs of the AVTI's.

APPENDIX A

SUMMARY OF RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS

Level I Recommendations

1. Refine/Revise Mission Statement.
2. Emphasize the Role of SBVE Staff in providing Leadership and Planning Assistance to the AVTIs.
3. Greater emphasis Should be Given to Outputs of the System.
4. Develop a Funding Policy to Encourage New Program Development.
5. Develop a Coordinated State Plan to Stimulate New Programs.
6. Strengthen the Role of Local and State Advisory Councils in Planning Functions.
7. Develop a Policy Statement as to the Role of the State in Program Placement.
8. Encourage the Continued Development of a Modular Approach to Program Delivery.
9. Implement a Theme of Worker Productivity in All Programs.
10. Encourage, Through State Funding, a Systemwide Program of Staff Development.
11. Establish Uniform Student Assessment and Counseling Services.
12. Place Tuition Authority with the SBVE.

Level II Recommendations

1. Develop a Policy Establishing the Level of Local Fund Balances and Provide Local Districts a Means to Generate Appropriate Fund Balance.
2. Coordinate Aid Formulas for Post-Secondary and Adult Programs.
3. Provide Incentives for Efficient Operation.
4. Develop a Funding Plan for Equipment Replacing and Upgrading.
5. Better Utilize Technology to Deliver Instructional Programs.
6. Establish Minimum and Maximum Enrollment policies Based Upon the Facility's Utilization rather than Enrollment.
7. Develop a Policy on Minimum Levels of Support Staff.
8. Develop Policies and Procedures which Foster Flexibility in Use of Staff, Facilities and Equipment between AVTIs and Business and Industry.

Level III Recommendations

1. Promote Greater Flexibility and Authority on the Part of Local Decision Makers for Operational Matters.
2. Develop Criteria for Defining Cost Effectiveness of Programs.
3. Implement a Uniform Job Seeking Skills Unit in All AVTIs.
4. Cooperate with Other Educational Agencies in Providing Remedial/Related Instruction.
5. Promote Greater Efficiency and Effectiveness in the Decision Making Processes Between the State and Local Districts.
6. Revise Outdated Statutes and Rules and Regulations.
7. Develop Greater Efficiency in the Budgeting Processes Between State and Local Districts.
8. Distribute a Larger Portion of Aid Through Established Formula.
9. Mandated Programs should be 100% Funded.
10. Establish a Fixed Asset Inventory Process.
11. Develop Standardized Equipment Utilization Data.
12. Develop Equipment Guidelines by Program.
13. Encourage Local Flexibility in the Delivery of Programs.
14. Separate the Recruitment Function from the Assessment/Counseling Function.

Level III Recommendations continued

15. Develop Greater Staff/Specialty and Expertise in Student Support Services.

16. Establish Guidelines for Availability of Building Support Areas such as Child Care and Parking.

17. Update the Existing Space Inventory System.

18. Establish Guidelines for Space Needs in Programmatic Areas.

APPENDIX B

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